

The Four Components of AYP

California's new definition of AYP includes the following four components:

1. Percent “proficient or above” on the statewide assessments

Statewide assessments will be used to determine the percent of students scoring at or above the proficient level for purposes of AYP. The school as a whole, the district, and all numerically significant subgroups at both the school and district levels are required to show performance at or above the statewide **annual measurable objectives** (AMOs) in English-language arts and mathematics.

For grades 2-8, the California Standards Tests in English-language arts and mathematics and the California Alternate Performance Assessment (CAPA) for students with the most significant cognitive disabilities will be used to determine the percent proficient. There are five performance levels for these exams: advanced, proficient, basic, below basic, and far below basic. Students scoring at the proficient or advanced levels will be counted as “proficient or above” for AYP.

For high schools, the California High School Exit Exam (CAHSEE) and CAPA will be used to determine the percent of students “proficient or above.”

Performance levels of “advanced,” “proficient,” and “basic” were recently set on the CAHSEE because NCLB requires at least three performance levels for any assessments used to determine AYP. These performance levels were set independently of the CAHSEE passing score required for graduation. Only scores of students in the grade 10 census administration of CAHSEE will be counted for AYP.

By 2013-14, 100% of the students in public schools in California are to be “proficient or above” in both English-language arts and mathematics in order to comply with the provisions of NCLB. The statewide AMOs for 2002-03 are listed in the table on the next page.

**2002-03 Annual Measurable Objectives
(based on 2003 assessment data)**

	English-language arts (Percent proficient)	Mathematics (Percent proficient)
Elementary Schools, Middle Schools, and Elementary School Districts	13.6%	16.0%
High Schools and High School Districts (Grades 9 – 12)	11.2%	9.6%
Unified or High School Districts (Grades 7-12)	12.0%	12.8%

The AMOs and three-year intermediate goals from 2001- 02 through 2013 -14 are available in California's Accountability Workbook, Attachments I – N. The Accountability Workbook is available on the Internet at <<http://www.cde.ca.gov/pr/nclb/workbook/wb6061.html>>.

2. Participation rate in the statewide assessments

NCLB requires that 95% of students that are continuously enrolled from the CBEDS date to the first date of testing be assessed at the school, district, and in each numerically significant subgroup.

Required Subgroups

NCLB requires that results for “all students” be reported, as well as for racial/ethnic and socioeconomic disadvantaged subgroups, English learners, and students with disabilities. Through legislation, California will add English learners and students with disabilities to the subgroup data already collected for the API.

Numerically Significant Subgroup Size

For NCLB, California has defined a numerically significant subgroup as one that is comprised of 100 students or 50 students who represent at least 15 percent of the students to be tested. This definition will be used for both determining AYP and the API. California is pursuing legislation to align the current API requirements with AYP requirements.

Parent Exemptions

California law permits parent exemptions for students taking the California Standards tests, and these students are not counted in the participation rate for API. However, NCLB requires that students whose participation in the statewide assessment was exempted by a parent will be counted as present on the first day of testing and will be factored into the participation rate. Thus, a school with over 5% parent exemptions will not make AYP because they did not meet the 95% participation rate requirement.

3. Academic Performance Index (API)

The growth component of the API remains the cornerstone of the Governor's accountability system. Schools will continue to receive their API as they have for the past three years. This fall, the 2003 API growth report will be released, which will indicate whether or not a school has met its 5% growth target.

NCLB requires that each state adopt an "additional" indicator for AYP. California has chosen to use the API as the additional indicator for all schools and districts. This additional indicator applies only for school and district level AYP but not for significant subgroups. Progress on the API for AYP purposes is defined differently than the school-wide API growth target. To make progress on the API for AYP in 2003, a school must have either an API score of 560 or above (based on the 2003 growth API), or show a gain of at least one point.

4. Graduation rate (only for high schools and districts with high school students)

For high schools, NCLB requires that the graduation rate be included as a component of AYP. California will use a graduation rate corresponding to the National Center for Educational Statistics